

***2011: Raising the Bar Program***  
***Monday, August 29, 2011***

7:30 a.m.— 8:15 a.m.	REGISTRATION/BREAKFAST
8:15 a.m. –8:30 a.m.	<b>Welcome</b> <b>Joan McDonald, ESS Deputy Associate Superintendent</b>
8:30 a.m.–9:45 a.m. <i>Wigwam Ballroom</i> <i>Hopi, Pima, and Pueblo</i>	<b>Keynote</b> <b>There's Always a Way</b> <b>Mike May</b> Mike illustrates the “always a way” philosophy through his life stories of playing flag football in elementary school, intramural soccer in college, living in a West African Village, crashing the 1984 Sarajevo Olympics, starting four companies, and traveling worldwide.
9:45 a.m.–10:00 a.m.	BREAK
10:00 a.m.–11:30 a.m.	SESSIONS
<i>Aztec A and B</i>	<b>The Nuts and Bolts of Differentiated Reading Instruction</b> <b>Sally Grimes</b> This workshop will serve as a mini “GPS” to help educators navigate their way through a literacy plan that bridges the silos of Title 1, special education, general education, and ELL, addressing a range that includes 95% of learners and building on the concepts of prevention and progress monitoring with truly differentiated and tiered instruction. Monday will focus on elementary grade level students.
<i>Sachem East</i>	<b>You Say You Want a Resolution</b> <b>Kacey Gregson</b> Participants will learn about the three dispute resolution options available under the Individuals with Disabilities Education Act (IDEA) for parents and schools to resolve special education–related disputes: mediation, due process, and the state administrative complaint system.
<i>Sachem West</i>	<b>Beyond Algorithms: Understanding Fractions (middle school level)</b> <b>Nora Ramirez</b> Participants will experience concrete and pictorial methods of developing conceptual understanding of fractions. They will also become more aware of the importance of communication in developing mathematical understanding. They will receive an instructional sequence for teaching these operations.

## ***Monday, August 29, 2011 Continued***

*Kiva East/West*

### **Raising the Bar with Positive Post-School Outcomes**

**Charlotte Alverson**

The National Post-School Outcomes Center will describe (a) the Tree of Influence, modeling how federal indicators for IDEA accountability (e.g., graduation, quality IEPs) work in concert for accountability and program improvement; (b) Arizona's PSO collection and reporting efforts; and (c) an opportunity for PEAs to voluntarily collect PSO data to improve transition programs for youth with disabilities.

*Sahuaro*

### **AZ FIND: Child Find Tips and Tools**

**Becky Raabe, Amy Dill, and Angela Germinaro**

The ADE, Exceptional Student Services, AZ FIND presentation will feature technical assistance resources, including new public awareness materials. Attend this workshop to make sure your district or charter school fulfills federal and state requirements to locate, identify, and evaluate children who need early intervention and special education services.

*Arizona*

### **FBA, BIP, and Effective Treatment**

**Bryan Davey**

Participants will learn how antecedents and consequences impact the behavior of individuals in their classroom. The presentation will focus on (1) basic behavioral and classroom management terms; (2) efficient and effective classroom assessment techniques; (3) use of assessments results to impact behavior; and (4) effective behavior management techniques.

*Palo Verde North/South*

### **Using the Early Childhood Quality Improvement Process (ECQUIP) to Ensure Quality Tier 1**

**Valerie James**

Implementing quality early childhood programs (Pre-K to Grade 3) will create a trajectory of success for young learners. Featured presenters from Scottsdale Unified School District will explain how they use the ECQUIP process to make improvements and build a comprehensive early childhood system.

*Mohave East*

### **Applied Behavior Analysis**

**Cathy Pratt**

Applied Behavior Analysis (ABA) is an approach that is touted by many professionals and families as being highly effective for students on the autism spectrum. Unfortunately, there is often little understanding of what ABA truly is. This session will clarify ABA and provide practical suggestions for implementation.

## *Monday, August 29, 2011 Continued*

*Mohave West*

### **SPED Data 101**

**Peggy Staples, Kerri Walker, and Cindy Ensfield**

Geared towards new SPED directors, this presentation will provide a detailed overview of the three major areas of data collection: SAIS and SPED participation data; the annual Federal SPED Child Count; and the Annual SPED Data Collection.

11:30 a.m.–12:45 p.m.

LUNCH

12:45 p.m.–2:15 p.m.

SESSIONS

*Aztec A and B*

### **The Nuts and Bolts of Differentiated Reading Instruction Sally Grimes**

This workshop will serve as a mini “GPS” to help educators navigate their way through a literacy plan that bridges the silos of Title 1, special education, general education, and ELL, addressing a range that includes 95% of learners and building on the concepts of prevention and progress monitoring with truly differentiated and tiered instruction. Monday will focus on elementary grade level students.

*Sachem East*

### **Deal or No Deal? Leading an Effective Resolution Session Kacey Gregson and Jim Gerl**

The session will include a discussion of the legal requirements for convening a resolution session; mediation/facilitation tactics to lead a productive session that will lead to an agreement; and tips for writing good, solid resolution agreements.

*Sachem West*

### **Using Bar Models to Solve Problems (middle school level) Nora Ramirez**

When confronted with word problems, students often ask, “What do I do—add, subtract, multiply, or divide?” Bar models help students analyze a situation, draw a diagram to represent what is known, and determine what to do. Problems will focus on whole numbers, fractions, percents, and measurement conversions.

*Kiva East/West*

### **Raising the Bar with Positive Post-School Outcomes Charlotte Alverson**

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## ***Monday, August 29, 2011 Continued***

*Sahuaro*

### **The Basics of the State Performance Plan/Annual Performance Report (SPP/APR)**

**Cyndi Bolewski**

This session is a basic introduction to the State Performance Plan/Annual Performance Report (SPP/APR) for new special education staff. The SPP/APR is the annual report required by IDEA that gives performance by the State and school districts and charter schools on 20 indicators.

*Arizona*

### **FBA, BIP, and Effective Treatment**

**Bryan Davey**

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*Palo Verde North/South*

### **Monitoring: It's Much More Than Achieving Compliance**

**Diane Mignella, Barbara Paulson, Janet Holt, and Mary Derks**

This session will provide an overview of the special education monitoring system, share recent data from statewide monitoring, and include information on how Cave Creek Unified School District used their monitoring outcomes to build effective and compliant systems.

*Mohave East*

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*Mohave West*

### **On Target**

**Peggy Staples and Kerri Walker**

Need a little "archery" practice? Want to make sure your annual Federal SPED Child Count is "On Target"? If so, this session is for you! See how we can help you achieve a SPED census bull's eye. Although a successful bull's eye may require many arrows, this session will help equip you to stay "On Target."

2:15 p.m.–2:30 p.m.

**BREAK**

## *Monday, August 29, 2011 Continued*

2:30 p.m.–4:00 p.m.

### SESSIONS

*Aztec A and B*

#### **The Nuts and Bolts of Differentiated Reading Instruction Sally Grimes**

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*Wigwam Ballroom  
Hopi*

#### **Culturally Responsive Behavior Supports: Addressing Disproportionality in Discipline Elizabeth Kozleski and Seena Skelton**

Educators have struggled with addressing the behavioral and social needs of an increasingly diverse student population. This session will discuss the barriers that often prevent schools from effectively meeting the needs of some students and examine characteristics of culturally responsive behavior supports that create the conditions for student success.

*Wigwam Ballroom  
Pueblo*

#### **Compliance Monitoring & Indicator 13: Bricks and Mortar Jeffrey Studer and William McQueary**

The presenters will facilitate a conversation about Indicator 13 (secondary transition IEP requirements), focusing on monitoring requirements and best practice. The participants will be introduced to the difference between compliance requirements of monitoring (*bricks*) and secondary transition best practices (*mortar*) to enhance the provision of FAPE in the area of secondary transition.

*Sachem East*

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*Sachem West*

#### **Fractions Can Make Sense (middle school level) Nora Ramirez**

Participants will learn strategies to teach fractions that develop conceptual understanding. They will leave with an instructional sequence for fractions that can guide teachers as they plan, monitor, and assess instruction. They will become familiar with online resources that can be used in the classroom.

## ***Monday, August 29, 2011 Continued***

*Kiva East/West*

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*Sahuaro*

### **Indicator 8: Put Your Parent Involvement Survey Results into Action**

**PINS—Becky Raabe, Jana Bays, Jill Castle, Amy Dill, Kathy Gray-Mangerson, Allison Meritt, Maureen Mills, Teri Rademacher, Barbra Ross, and Nilda Townsend**

Learn effective strategies to address Parent Involvement Survey questions (e.g., IEPs, communication, parent training, shared decision-making). Attendees who have completed the survey process will receive their question-by-question survey results and assistance to develop a meaningful and sustainable parent involvement action plan. This workshop is also helpful for agencies administering the survey this school year.

*Arizona*

### **Making Alternative Placements**

Placing a student in a more restrictive environment can be confusing and unfamiliar. This presentation will provide answers to the basic when, where, and how questions that surround such a decision.

*Palo Verde North/South*

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*Mohave West*

### **Parents as Partners: Effective IEP Team Skills**

**Barbara Ross and Teri Rademacher**

Participants will learn strategies to develop effective IEP teams, tips to increase parent involvement, and effective collaboration skills to achieve positive outcomes for students. Participants will also learn about building relationships with families, as well as informal problem-solving and dispute-resolution options. This session includes a fun, hands-on team-building activity.

